Music on a page

Intent

Music feeds the soul and develops imagination, sensitivity, inventiveness, community, and enjoyment. It has more to do with the development of the whole child rather than simply teaching about music. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through nurturing the use of a musical voice, a sense of community and achievement are developed. Alongside this, three further elements of composing, performing, and listening, build musical techniques as well as self-confidence, memory, wellbeing, motor skills, analytical, communication and performance skills.

I**mplementation**

Singing: Singing underpins our curriculum and is featured in all our work. Through it most key skills are accessed from an early stage. These are then drawn out and developed across the key stages (pulse, rhythm, tempo, duration, dynamics, texture). Children are taught by rote, encouraging the memorising of songs. Careful attention is paid to diction and pitching. Singing is sometimes supported by notation, sometimes by written lyrics although learning all, or part of a song from memory is used throughout the year groups. Children are encouraged to sing in simple parts from KS1.

Performing: Children perform to one another as individuals, in small groups and sometimes as a whole class to an invited audience. There should be a consideration of audience, sometimes a recording and always a time to reflect on performances. This work helps to encourage collaboration, listening & refining skills, confidence, resilience and leadership. Performances may include the use of a variety of notation.

Composing: Children work in pairs, small groups and as a whole class. They tackle different types of composition – using the work of a well-known composer as a starting point, creating a soundscape, realising simple scores, building pieces from fragments, improvising… Sometimes graphic notation or standard notation will be used.

Listening: Across the curriculum pupils will hear a wide range of music. Within music lessons there is an emphasis on listening to music from a variety of Western Classical composers across different musical periods, with the aim of de-mystifying classical music, building recognition of common orchestral instruments and building cultural capital.

Warm up	The children will warm up using simple vocal warm ups, energising warm up songs, songs that require good watching & teamwork to focus children at the start of the lesson
Teach	Clear learning objective for the session Teacher led activities modelled eg new songs learnt carefully by rote. Playing, improvising activities modelled *Variety of visual, aural & kinaesthetic features used – TA/techer encouraged to use opportunities for learning links to be made*
Practise/Demonstrate	Whole class skill building or children practise in pairs or threes, building skills to bring back to whole class
Apply	Children will be given a chance to use their new skills in some form of performance to the class or whole class group performance. As children get older skills build towards larger, more structured pieces.

Resources to support Music: Specialist well equipped space, Singup, Samba kit, relationship with HMS. Developing visual displays

Use of staff: Modelling, assessment which is ongoing formative with occasional summative (acknowledging that skills are developed over time & not necessarily secure following one positive observation)

Impact: Successful Music will see the children enjoying and participating in singing, exploring playing instruments respectfully and with confidence, composing and performing together, sharing ideas, reflecting on own work using a gradually expanding musical vocabulary, becoming familiar with elements of notation, responding to a wide range of listening, able to recognise sounds of common instruments.

Curriculum outline:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1						
Topic	Superheroes	Dinosaur Planet	Bright Lights, Big City	Moon Zoom	Paws, claws & whiskers	Rio de vida
Skills	Pulse & Rhythm	Dynamics & simple accompaniment	Graphic rhythm notation	Pitch	Dynamics (with symbols)	Singing (Samba)
Knowledge	Mozart		Pachelbel's canon			Bernstein – Mambo – West Side Story?
Yr 2						
Topic	Street Detectives	Muck, mess & mixtures	Towers, tunnels & turrets	Wriggle and crawl (mini-beasts)	Beat, band, boogie	Land Ahoy (pirates)
Skills	Pitch	Describing & combining sounds	Rhythm notation	Composing with rhythm notation	Timbres & textures (graphic score)	Key Skills (roundup)
Knowledge	Britten – Young person's Guide to the orchestra		Handel Music for the Royal Fireworks or Zadok the Priest		Rimsky Korsakov - Flight of the Bumblebee (Unusual instruments)	
Yr 3						
Topic	Tribal tales	Scrumdiddlyumptious	Gods and Mortals	Tremors	Predator	Flow
Skills	Pentatonic	Graphic scores-binary & ternary form	Notation - Recorder	Notation - Recorder	Composition - suspense	Layering sounds (texture)
Knowledge		Mozart minuets	Handel – recorder concerto		John Williams - Jaws	
Yr 4						
	I am warrior	Blue Abyss	Traiders and Raiders	Potions	Misty Mountain Sierra	1066
Skills	Pitch notation (recorder)	Composing - seascape	Ukulele	Singing (Yr 4 Showcase songs)	Ukulele/recorder	Class orchestra?
Knowledge		Britten – Sea Interludes	Dvorak – New World		Mussorgsky – Night on a Bare Mountain	
Yr 5						
Skills	Devising an accompaniment		Controlling tempo & dynamics		Class orchestra – ukulele & recorder	
Knowledge	Instruments of the orch Peter & the Wolf		Hall of the Mountain King		Music history recap (drawing on music heard before – creating timeline)	
Yr 6						
Skills	Chords & keyboards		Rondo form/song structure		Singing - performance	
Knowledge	Beethoven		Mozart Horn Concerto			

Extra-Curricular, whole year group performances & assemblies

Choir – emphasises enjoyment of singing here at Mandeville & belief that it has positive effect on wellbeing.
Local & wider opportunities to perform: St Peter's Rotary Concert, Alban Arena, O2 (Young Voices), HMS Gala events (RAH), St Albans Abbey (COP), Grace Muriel, MFest…..

Whole year group - Nativities (EYFS & Yr2), Yr 4 Showcase, Yr 6 production – All heavily singing based – *some* additional teaching through curriculum

Assemblies – 2 each week, one for each key stage. Encourage reflection on positive aspects of singing & how different songs make us feel